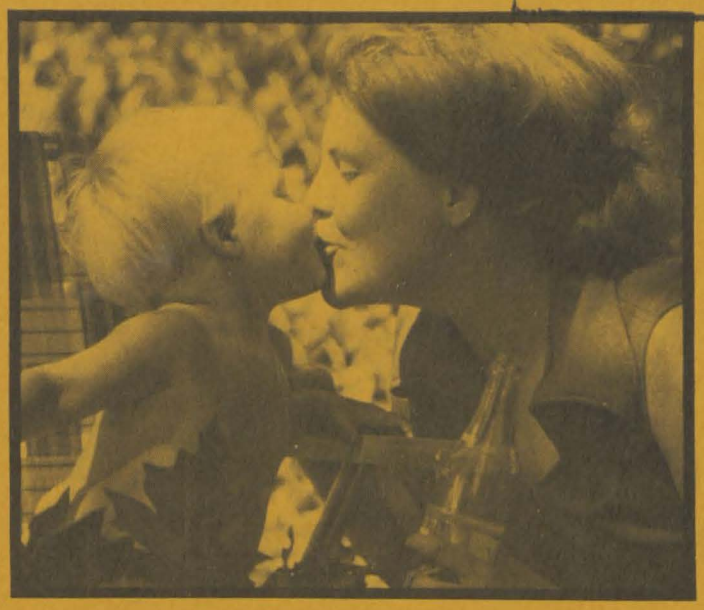
FINAL REPORT of the RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

DEMONSTRATION PHASE
January 1, 1973—December 31, 1974



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RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

M E M O

TO: Those Interested in the Ramsey County Family Day Care Training Project (RCFDCTP) - A Demonstration (1973-74)

FROM: Office of Career Development
University of Minnesota

RE: Final Project Report

The Ramsey County Family Day Care Training Project completed the last quarter of its demonstration phase in December of 1974. During that final quarter, the project staff worked out of the Toys 'n Things Resource Center in St. Paul to establish itself in a community base that would be readily identifiable and accessible for family day care providers in Ramsey County.

The attached final report of the RCFDCTP summarizes the objectives, components and special features of that demonstration project and provides a review of findings which document the training impact of the three experimental components: the special courses and workshops, the paraprofessional Family Day Care Consultants, and the Child Development Resource Center. Of special interest are the research findings identifying the characteristics of licensed caregivers in Ramsey County and the implications of these for training.

Subsequent difficulties with ongoing funding of this community-based resource through the county welfare department underscore the importance of incorporating auxiliary support and training staff and resources into the department through a contract for services. The contribution of the Family Day Care Consultants and the Toys 'n Things Resource Center, in our judgment, merit such funding support, as documented in this report.

FINAL REPORT

of the

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

January 1, 1973 to December 30, 1974

Funded for 1973 and 1974 under an agreement with the Ramsey County Welfare Board and Minnesota Department of Public Welfare and performed by the Center for Urban and Regional Affairs, University of Minnesota, and the Greater St. Paul Council for Coordinated Child Care with funds from Title IVA of the Social Security Act and local monies.

Esther Wattenberg, Project Coordinator

Kathleen McNellis, Project Director

David Allen, Director, Toys 'n Things Resource Center

8/75

TABLE OF CONTENTS

	Page
Introduction	1
Project Objectives and Components	2
Organization Chart	3
Characteristics of the Caregiver Population	4
Special Features	
A. A New Career: The Family Day Care Consultant	
1. Work/Study Components	5
2. Selection	6
3. Evolution of a New Career	6
4. Supervision as a Developmental Feature	9
B. Training Incentives	9
C. Increasing Community Awareness of Family Day Care	10
D. Media Developments	10
E. Toymobile	11
F. Community Development	11
Evaluation Reports: Characteristics of Caregivers/Implications for Training	
A. "Preparing Children for the 21st Century: The Television Component of the Ramsey County Family Day Care Program" by Darwin D. Hendel	12
B. "The Appropriateness of Peer Learning in the Training of Family Day Care Providers," by Jane Sherburne	12
C. Project Evaluation by Darla Sandhofer	13
General Observations	15
Recommendations	16
Appendices	
1. Project Staff	
2. Training Packet	
3. Chart of Participation in Training	
4. Chart of Resource Center Use	
5. Selection Criteria and Job Description for Consultants	
6. A.A. Degree Proposal for Consultant Credentialing	

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

FINAL REPORT

January 1, 1973 to December 30, 1974

INTRODUCTION

In its two year demonstration program, the Ramsey County Family Day Care Training Project (RCFDCTP) enrolled 545 individual family day care providers in a range of training activities.[1] This participation figure represents 58% of the 937 licensed providers in this urban county as of May 1974.

This high rate of participation by a homebound group (by the nature of the child care service they perform and a general lack of mobility)--unaccustomed to training opportunities with a "career development" focus--resulted from a number of strategies designed to make training attractive. Coincidentally, they were also designed to increase the awareness of family day care as an important community service, thereby enhancing the status of the caregivers. Most often the family day care provider is regarded--and regards herself--as "just a babysitter." New evidence about the importance of the early years in a child's development has caused us to take a fresh look at the care of the young child. The increased incidence of use of family day care, destined to continued growth with the increasing entry into the work force of women with children under six, has focused much needed attention on this heretofore invisible and generally private and informal child care arrangement.

Both the National Councils of Jewish and Negro Women reported studies in the 1960's which directed attention to family day care as a first choice for the majority of working women.[2] The introduction of Federal Interagency Guidelines and state licensing standards, followed by the most recent innovations of training and support services, are evidences of increasing attention to this child care option. Professionals who have previously been concerned

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[1] It should be noted that all the participants were licensed caregivers recruited through cooperative arrangements with the county. Refer to seven quarterly reports for 1973-74, the Year End Progress Report (February 1974), and the Interim Report and Recommendations for Ongoing Programming (July 1974) for other program information.

[2] Keyserling, Mary D. Windows on Day Care. National Council of Jewish Women: New York, 1972.

almost exclusively with group/center care are now directing their concerns to family day care. Notable among the researchers into this more intimate kind of care are Arthur Emlen and the staff of the Neighborhood Family Day Care System in Portland, Oregon.[3]

The use of training and support services as means of upgrading quality of care have been the focus of the RCFDCTP. The Ramsey County Welfare Department, through its licensing unit, joined with the University of Minnesota, through its Center for Urban & Regional Affairs, and the St. Paul Coordinated Child Care Council to obtain a Title IV-A grant to increase the visibility, appeal and quality of licensed care in Ramsey County. The project administration chart represents the community/University interests, under the overall sponsorship and support of the Ramsey County Welfare Department. Of special note is the intent to spin-off the project to a community base following the two year demonstration phase. (See Chart, p. 3)

With an assist from a number of concerned and conscientious caregivers active in the Ramsey County Family Day Care Association and others who joined in as special advisors for program development, the project undertook the activities outlined in this final report, with outcomes and recommendations for ongoing programming as noted.

Project Objectives and Components

It was the overall purpose of the project to improve the quality of family day care offered to the children of working parents.

The strategies to be tested during the demonstration phase were intended to provide training and education in child growth and development related to the family day care setting, and to introduce support services and community resources to strengthen caregiving. These included:

A. Training through a variety of modes--mass media (TV and radio) courses; workshops in the neighborhood; and in-home training in early childhood education, caregiver skills, parent/caregiver relations, business/management skills, nutrition, health and safety (as required by state standards). The range of training options are reported in the appendix, with a chart of participation rates for each mode. University credit and registration was made available; neighborhood workshops were offered under the auspices of both the project and

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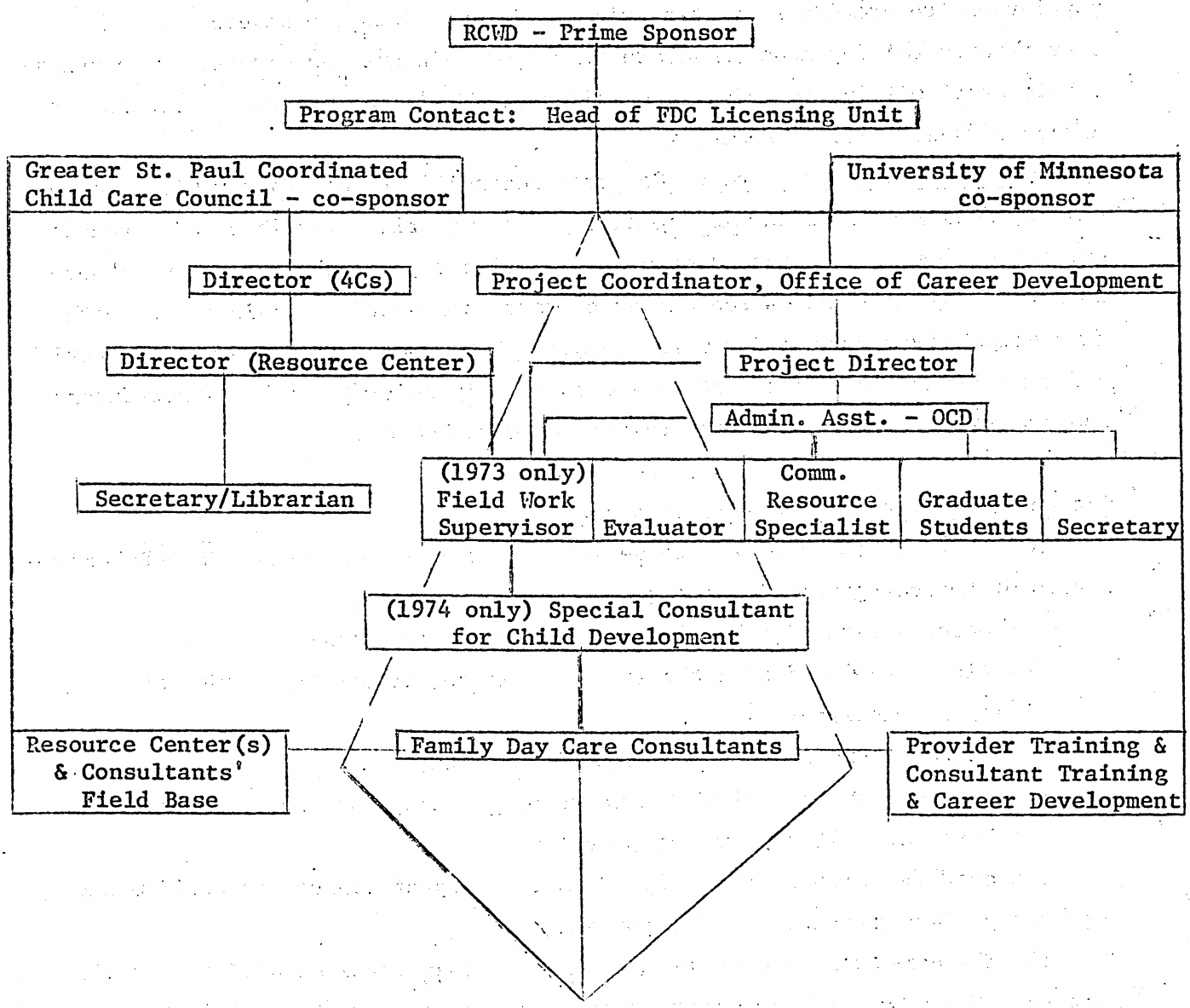
[3] Emlen, Arthur C., with Alice H. Collins, Betty A. Donoghue, Quentin D. Clarkson, and Eunice L. Watson. "Field Study of the Neighborhood Family Day Care System," An Annotated List of Project Publications, 1966-1973. Portland State University: Portland, Oregon.

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

Demonstration Phase -- 1973 to 1974

Organization Chart



Follow-up Phase - 1975:

Spin-Off to Community Base
under sponsorship of 4Cs

the Family Day Care Association, with technical assistance from the project; peer learning was supported through neighborhood group discussions led by graduate students and family day care consultants.

B. The Family Day Care Consultant--a successful, experienced provider moving up the career ladder to serve as a paraprofessional outreach worker, liaison between the Welfare Department, the project, the community, and the provider population, to provide support services and input into the development of appropriate training modes and materials. Recruitment was directed to a multi-ethnic staff willing to undertake a rigorous work/study program. Details are discussed under Special Features.

C. Child Development Resource Centers--accessible to all Ramsey County caregivers, as a source of developmental toys and materials for loan and purchase, curriculum ideas, resource materials, a newsletter, and the loci of neighborhood training, and the office of paraprofessional staff. A main center with five neighborhood satellites were proposed. They were also to provide materials and training for day care centers and to thereby initiate linkages for future cooperation between centers and family day care homes.

Characteristics of the Caregiver Population

All of these components were designed to respond to the special characteristics of the caregivers in family day care:

--homebound with limited mobility and restricted time;

--various levels of education and experience, requiring a range of training modes;

--cultural inhibitions to structured learning;

--generally unconvinced of the value of training for what is considered a "natural ability," namely parenting.

The characteristics which emerged in the project evaluation confirm the expected profile in a number of important ways:

1) The caregivers on the average have a lower level of academic attainment than the general female population in the state. That is, 50% of caregivers have completed high school as compared to 60.5% of the general female population over 25 in the state. This indicates a lesser commitment to formal education, at least historically.

2) Far fewer of the caregivers who participated only in home-based training have been previously employed outside the home. That is, 53% of those in home-based training were employed previously outside the home as compared to 93% of those who participated in a lot of activities. (For more comparisons on this variable, see the section on evaluation.)

3) Far fewer of the caregivers who participated only in home-based training or not at all had a driver's license.

These latter characteristics attest to the homebound orientation of many caregivers. For further information on the characteristics of participants and non-participants in training, refer to the section on evaluation. Suffice it to say, at this point, that the project evaluation, both formal (through the University's Measurement Services Center and the project evaluator, a PhD candidate in Sociology) and informal (through many contacts with caregivers in their homes, in group discussions, on field trips, etc.) provided essential insights for program design. The development of training options was responsive to this continuing feedback on training needs and interests, based on those characteristics of caregivers which had an impact on participation in training.

Special Features

A. A New Career: The Family Day Care Consultant[4]

1. Work/Study Components

The unique aspect of the project was the introduction of the Family Day Care Consultant. A paraprofessional at a mid-career level (Associate of Arts Degree), the consultant was to be recruited from the successful family day care practitioner to work under direct supervision of a Field Work Coordinator in a work/study program (50-50) with a strong interdisciplinary focus of family social science, early child development, social work and communications. In addition to University course work, the study component included orientation to the project and the licensing unit; in-service training for immediate skill development in interviewing, case records, inter-personal communications, etc. It is suggested that in addition to at least three basic child development courses, each consultant have supervised experience with young children in a very good program. Based in the neighborhood for their field work, consultants were to provide a range of direct services to providers:

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[4]Wattenberg, Esther. "The Family Day Care Consultant." Catalog #101. ERIC Clearinghouse on Early Childhood Education, University of Illinois: Urbana, Illinois, February 1974. (Project Coordinator, RCFDCTP).

--serve as a source of crisis intervention and referral through home visits

--stimulate an enriched program for children in the family day care home by demonstrating use of materials, creative play, planning a day, etc.

--link group day care resources to family day care

--gather data and assess the emerging needs of fdc providers for program developments

--undertake community activities to reach out to unlicensed homes

--provide peer identity for providers to increase self-esteem

--relate to the welfare licensing unit as a community outreach staff

2. Selection

A multi-representational (including fdc providers) sub-committee of the project advisory committee was appo nted to select consultants from the 60 applicants. In the first round, the following profile emerged for the nine selected:*

--age: 26 to 42

--experience: 6 in licensed day care, 2 with Head Start, 1 a Nursery School Nurse

--education: from incomplete high school to three years of college

--economic status: from AFDC recipients to middle class professional

--number of children: 1 with no children, others from 1 to 7 children

--ethnic groups: 7 white, 2 black

--sex: all female

*A tenth consultant was sought in the Mexican-American community. Several men were selected but each stayed with the project only a brief time. The female composition of the staff and the client population, the low salary, and the rigorous demands of a work/study program coupled with family and community commitments made it difficult to retain males. These latter factors also made it difficult to retain minority women, whose own community had few licensed providers, relying more on the informal neighborhood network for child care arrangements.

3. Evolution of a New Career

It is interesting to note that in the second round recruiting, less emphasis was placed on direct family day care experience, and more on any child care experience coupled with good communication skills, knowledge of community

resources, the ability and interest to pursue academic course work with a demanding work/study schedule, the ability to work with persons of varying lifestyles and ethnic groups, access to a car, and evidence of leadership and "coping" skills or stability, as well as a practical approach to child rearing. It is obvious that after the first six to nine months of observing the development of the FDC Consultant, these more precisely defined qualifications emerged as requirements for success in the consultant role.

They represent, in fact, an explication of upward mobility on a career ladder, moving from the adult-to-child in-home relationship of family day care to the wider community where the consultant role requires relating adult-to-adult, in a peer relationship with professional staff as well as homebound caregivers. The role further requires the sensitivity and skill to relate to a range of persons from various ethnic and socio-economic groups; to utilize the professional skills of helping, confidentiality, data gathering and record keeping; and of course, to contribute to the upgrading of quality care by augmenting the child development knowledge and expertise of the caregiving population. And all of this is defined as "paraprofessional," relating to the credentialing process and not the indigenous and professional expertise required by the job.

In all of the expected experimentation with the new role, three major functional areas emerge for the paraprofessional:

1) Consultant: working with FDC mothers to increase their skills and competencies and coping capacities as well as providing help in the legal and fiscal management of service. Information and referral are features, as well as support and intervention.

2) Outreach worker: as a community based "peer," the consultant serves as a "bridge" between the Welfare Department and the community, searching out problems and providing support to licensed and unlicensed providers whom the licensing staff are unable to reach in person due to the press of licensing requirements. (The staff has generally been able to make only one visit a year to licensed homes.) It requires an identity apart from the Welfare bureaucracy to enlist the confidence of the provider in a support relationship, while at the same time working in a collegial rather than an hierarchical relationship with licensing staff. The unique abilities of the paraprofessional, with practical inside know-how in the field, and a balance of community identity with high level helping skills, are primary features. A secondary effect is

heightening the attention to licensing and its benefits in the community.

3) Teacher: includes a range of activities from bringing and demonstrating play and learning equipment to the FDC home to direct interaction with the fdc provider to teach her how to influence a positive self-concept and enhance the child's nurturing environment.

In the Ramsey County project, the consultants always harbored a first choice of the consultant/support role. In their judgment, the maintenance of an identity apart from the bureaucracies of welfare and the University gained them entry to family day care homes. They suggest that an initial home visit is necessary to establish a relationship and assess need, before other functions are even approached in necessary follow-up visits, the number to be determined by the nature of the function involved.

In the second year of the project, a stress was placed on the teacher role. A child development specialist was added to design a home-based training series (see appendix for content) and to train consultants in its use. It was developed to respond to the newly instituted six-hour state training requirement, and to reach that large group of providers who remain homebound and unwilling or unable to participate in the more outgoing training modes offered by the project.

While it is difficult to assess the cost-effectiveness of home-based training, involving a one-to-one interaction between trainer and provider which is, of course, less economical than the group setting, adaptations made in the Ramsey County model merit further experimentation. The in-home visits provide necessary support services before any training can be effectively undertaken. The modules are designed for maximum flexibility, and after five in-home sessions, the provider is encouraged and helped to join a group for the sixth session. This has been an effective way to draw the provider into a "community of providers," relying thereafter on peer learning and exchanges, or more formal training if that appeals.

For practical funding purposes, the maintenance of a paraprofessional staff dictates their assumption of tasks in the three major functional areas. In the further evolution of the role, careful attention must be paid to a redefinition of professional and paraprofessional tasks, and to their appropriate linkages, both in terms of field tasks and in terms of an articulated career ladder that permits true upward mobility within the welfare system.

4. Supervision as a Developmental Feature

An important feature of an experimental program involving the evolution of a new mid-level career is close and strong supervision. To the Field Work Coordinator falls the task of building confidence, capabilities and work habits and schedule within the goals of the funding proposal, goals which, of course, are being modified to meet newly identified needs.

A majority of the consultants had been accustomed to working independently, in a familiar home environment where supervision, tough academic course work, tight scheduling and travel time were never factors to be reckoned with. Additionally, for all of them, serving in the role of the nascent professional, moving about a metro-wide area, dealing with several confounding bureaucracies (the University and the County Welfare Department), and being subject to supervision and direction by several layers of staff from the various project components, added to the well-known demands of a work/study program.

It is essential for the supervisor most directly, in consultation with other staff, to resolve the inevitable conflicts which arise between the professional and paraprofessional staffs. It is not unexpected that the seasoned professional is naturally suspicious of the "helping" capabilities of the novice who, it is feared, will abridge confidentiality with clients, is unfamiliar with community resources and without formal skills in relating to the client group.

The role of the field work supervisor as in-service trainer and model can contribute to the resolution of these conflicts, providing clear and continuing orientation to the project, and teaching immediately needed skills. Building a sense of group identity, providing individual academic counseling, and a mature, stable approach to the resolution of problems will all serve to "professionalize" the new careerist.

B. Training Incentives

The Ramsey County Welfare Department contributed vigorously to support of the program and to the encouragement of participation. In some cases, they referred licensees to training as a requirement for renewal of the license, where care service was considered marginal. Most significantly, they offered a bonus payment of 50¢ per child per day for those children supported by Title IV-A funds.

The project developed a 12-credit certificate, and held two awards ceremonies for public recognition of academic achievement and demonstration of

quality care.

The Family Day Care Association was encouraged to develop capability in organizing and presenting workshops through technical assistance from staff plus a small budget. They offered three Saturday morning workshops on highly relevant topics. Such strategies as car pooling, transportation with a consultant, and group sessions in an apartment complex or accessible neighborhood facility were used to increase participation.

In 1974, the state introduced the requirement of six hours of training for licensed providers. While in the long term, this additional requirement in an already complex licensing procedure may discourage applicants, its immediate effect was to interest providers, particularly the newly licensed, in accessible training opportunities.

C. Increasing Community Awareness of Family Day Care

In the early stages, the project achieved visibility through several newspaper articles in the major city paper, plus follow-up reports in neighborhood papers. A user brochure ("Do You Have the Information to Choose?") was produced and distributed largely through the consultants in their contacts with schools, employers, churches, employment agencies--all those groups in the community where questions about child care resources are raised. All of these activities served, incidentally, to enhance the status of family day care, to make it a more visible option, and to thereby add to the self-esteem of the caregivers. The caregivers themselves joined with staff to design a booklet, "FDC: A Self Portrait," which serves to enhance esteem and is, indeed, a testimonial to their growth through participation in the project offerings.

D. Media Developments

In addition to the use of the media (TV and radio) for training as a means of achieving broad impact with a homebound population, the use of slide/tapes as a means of providing community information and training was considered an important additional strategy. With a grant from the University's Center for Urban & Regional Affairs (CURA), two slide/tape shows were produced: "Caring for Children," a history of day care in this country, the current needs of working mothers for care, and the options in day care, with an emphasis on family day care; and "Licensing: Boundaries for Child Care," discussing the

origins and responsibilities of child care regulations. These have been made available through the State Department of Public Welfare through its regional representatives in every region of the state, and through the Child Development Resource Center (Toys 'n Things) in St. Paul.

E. Toymobile

When insufficient funding and staff caused the closing of the satellite resource centers, forfeiting the important aspect of neighborhood accessibility, the Resource Center staff undertook the promotion of a toymobile. They secured funding support through the Council of Jewish Women, bought a used bus and, with the help of volunteers and a trainer and the consultants, have plans to use the toymobile in several innovative ways. They will not only stock the bus with "toys 'n things" for loan, but will offer mobile training, and demonstrations with children of the creative uses of toys and materials.

As with the resource centers, these concepts require a long period of fund raising to engender sufficient support to make the resources known and available in a large metropolitan community.

F. Community Development

Once again, program developments revealed another need, and CURA funds were obtained to support the addition of a staff person as a Community Development Specialist. She developed a roster of community resources for use by the consultants, assisted in the development of media and printed materials, and generally broadened community contacts for purposes of information and referral.

Evaluation Reports

In addition to the informal evaluation of project components from our various interactions with caregivers, the project undertook three evaluation efforts to assess the effectiveness of various training modes: 1) a report of the participants in the first training offered, a TV credit course with neighborhood discussion groups by Darwin Hendel of the University's Measurement Services Center; 2) an experiment in peer learning reported on by Jane Sherburne, graduate student in Social Work; and 3) the project evaluation report by Darla Sanhofer, PhD candidate in Sociology, on staff as project evaluator.

In the Hendel report,[5] the descriptive characteristics for 44 questionnaire respondents from the first TV course reveal this "model" of the day care provider in training: in her early 30s, graduated from high school, with two children of her own, taking care of children in her home for more than five years, licensed for 2-3 years, and usually caring for three other children in her home. Of these 44 women, 20 had some type of education after high school, two had received 4-year college degrees, and two had not graduated from high school. The participants in this first course, therefore, represented a more educationally sophisticated group than the general caregiver population which later participated. This is not surprising, since the choice of training was elective, and this first offering could be expected to "cream" those strong enough in their self-perceptions to enroll in a university-based project. Comparisons of pre- and post-test scores show a positive change in attitudes on eight selected child care concepts. Further study of actual changes in behavior with children is needed. We can conclude that TV is an effective training mode.

Another of the training modes, the peer learning project, was undertaken to field test these objectives.[6]

Primary:

1. To discover if education level is a factor in the suitability of peer learning for family day care providers.
2. To discover if peer learning is an incentive for unlicensed providers to acquire licenses.
3. To discover if peer learning has an effect on the self-image of the provider.

Secondary:

1. To identify the neighborhood network process which matches users and providers.
2. To identify neighborhood information sources.

The three groups, led by two family day care consultants and the author of the report as group facilitators, were recruited by neighborhood from lists

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[5] Hendel, Darwin D. "Preparing Children for the 21st Century: The Television Component of the Ramsey County Family Day Care Program." Measurement Services Center, University of Minnesota: Minneapolis, Minnesota, January 11, 1974.

[6] Sherburne, Jane. "The Appropriateness of Peer Learning in the Training of Family Day Care Providers." Office of Career Development, University of Minnesota: Minneapolis, Minnesota, January 1975.

of newly licensed and relicensed providers who had not yet had any training. They participated voluntarily in this experiment, based on the rationale that "resources exist among providers who possess a variety of backgrounds, experiences and interests...which offer an inexpensive and efficient training model."

The group participants had these characteristics:

	Group I - 6*	Group II - 5	Group III - 6
age	22 - 62	22 - 58	46 - 51
average	32	38	48
education	3 high school 3 some college	1 - 8th grade 2 - high school 1 - college 1 - post graduate	all high school graduates
years in day care	1 - 14	2 - 16	12 - 18
average	2	7	15
special interests	4	4 (centered around ethnic interests, such as Spanish, Jewish, etc.)	none

*number of participants in each group

The project results suggest this was a useful mode where women had developed special interests to share, or where they were primarily interested in support and exchanges rather than formal training. Factors of age and education level were not important in the choice of this option and, indeed, the use of peer learning acknowledges the skills and talents of the caregivers and complements the informal neighborhood-based nature of family day care. The self-esteem measures administered before and after did show positive effects, and the author concluded that "peer groups of family day care providers have the potential to enhance the quality of care provided for children...Peer groups soften the resistance to training of many providers."

The Sandhofer report[7] describes a profile from the total training offerings, a random sample of 120 licensed providers: 30 high users of project

[7] Sandhofer, Darla. Ramsey County Family Day Care Training Project Evaluation on Training Participation, 1974.

resources, 30 low users, 30 in home-based training, and 30 non-participants. She tested for some 29 variables, only six of which proved to have any significant difference among the four groups sampled. Among those that were not significant were age, education, family income, marital status, husband's occupation, home ownership, type of home or number of rooms, and number of own children.

Among those variables where there are significant differences in the kind and amount of participation in training, certain characteristics emerge which merit further comment:

1. Possession of a driver's license: Those in home-based training and non-participants were much less likely to possess a driver's license (even though they may have had access to a car, a non-significant variable).
2. Length of time licensed: Those licensed less than one year were more likely to be home-based or low participants. Those with greater than one year experience were likely to participate to a high degree or not at all.
3. Lapses in care while maintaining a license: Those in home-based activities or no activities are more likely to have experienced lapses in care.
4. Number of children in care: Participation outside the home was significantly related to the number of children cared for, with higher participation from those with more children.
5. Day care mother's previous occupation: Substantially fewer participants in home-based training were ever employed outside of the home. 53% of home-based training participants were employed outside as compared to 93% of the high participation group, 83% of the non-participants, and 78% of the low participation group.
6. Use of the project Toy Resource Center: Those who participated in out-of-home training were more likely to have visited the center, and to continue visiting it, confirming their mobility as well as "outreach" interests.

Observations

As we suspected, mobility--or lack of it--is a prime consideration for the homebound caregiver, and must be considered in any system of support and training. And the lack of a driver's license, rather than the availability

of a car, seems to confirm a sense of the caregiver's focus on remaining homebound.

Various profiles within the caregiver population emerge from this data. Those least interested in training or willing to participate only in home-based training are generally the most newly licensed, or those with lapses in care, those never employed outside the home, with fewer children in care and lack of mobility. This portrays both the "novice" stage as well as the woman whose caregiving service is unstable or sporadic, reflecting perhaps a shallow commitment to the enterprise.

Of special interest is the divergence among those licensed for a longer period of time, who participated to a high degree or not at all, representing two factions among the longer licensed: first, the "career development caregiver" who is interested in all kinds of training and resources (a high participant) to add to her years of experience and to her considerable skills and sense of confidence which has prompted her to care for more children. Note the high correlation to previous work experience outside of the home. Second, there is the experienced caregiver who feels training is an intrusion and an insult when she has already demonstrated her nurturing capabilities through her years of child rearing.

General Observations

1. Family day care is obviously here to stay, and represents a substantial part of a day care system, with necessary linkages to centers and other child care resources.

2. Issues in licensing of family day care, essentially an informal neighborhood system resistant to regulation, are very complex, begging for further examination and resolution.

3. Welfare staff are chiefly involved in recruitment, selection, and licensing, with little time for the provision of essential support services and training.

4. The expectations of users and providers in this transaction are in need of clarification, and greater attention of training resources should be directed to the user/provider relationship.

5. The development of satellite resource centers to support the neighborhood concept requires long term development not possible within a two year demonstration project.

6. There is no simple formula for provider training. A training program must include variety to appeal not only to this very heterogeneous population, but to unlicensed caregivers and parents, and should include peer support and linkages to centers and a wealth of community resources.

7. A central focus should be that of raising the low self-concept of the caregiver, which requires community education about this previously invisible option of care, as well as education of parents about the importance of the early years in the development of the child. User sophistication, after all, will be the determinant of quality care. The service will be only as good as the user will demand.

Recommendations

1. There needs to be a sustained development of day care systems which will place the needs of the child first, and will provide flexible and appropriate options.

2. Augmenting of welfare staff with paraprofessionals is an important contribution to family day care. The paraprofessional needs a separate identity and accessibility in the community, but should share roles with professional staff for mutual benefit of staff and client groups. Their attachment to the Welfare Department on a contract for services is essential for their ongoing funding support. One of the primary services paraprofessionals can provide is an improved matching network between users and providers of care.

3. Providers can make an invaluable contribution to the design and delivery of a training program and should be included in the planning stages.

4. The value of a toy resource center for family day care is enhanced when the center also provides training and related materials and demonstrates their uses with children.

APPENDIX 1

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT

Staff List

Esther Wattenberg, Project Coordinator

Sally Flax, Administrative Assistant

Kathleen McNellis, Project Director

Nancy Hagg, Assistant Director

David Allen, Director, Resource Center

Sally Kilmer, Child Development Specialist

Darla Sandhofer, Project Evaluator

Field Work Coordinators

Nancy Brierley (1973)
Emily Berndt (Summer, 1974)
Mary Eldridge (Fall, 1974)

Family Day Care Consultants (First Year Only)

Ignacio Briseno
Lynda Cramer
Joanne McGibbon
Lillian Mizelle
Felipe Ramirez
Martha Tolefree

Family Day Care Consultants (Ongoing)

Ruth Bartling
Diane Miller Bauer
Billie Carter
Gertrude Donaby
Janice Peroutka
Joanne Peterson
Audrey Robertson
Felicity Williams

Graduate Students*

Ronna Berezin
Mary Pat Brygger
Sue Gebelein
Linda Klammer
Mary Kramer Nelson
Jane Sherburne

*Other students from the Departments of Social Work, Family Social Science, and Child Development served for one quarter only as group discussion leaders.

FAMILY DAY CARE PROVIDER TRAINING PACKET*

Rationale

The training materials developed by the Ramsey County Family Day Care Training Project were designed to respond to the unique characteristics of the Family Day Caregiver population:

1. extremely heterogeneous in terms of age, educational background and experience, requiring a range of training options;
2. lack of mobility by the nature of the occupation and by the factor of lack of transportation and/or driver's license;
3. cultural inhibitions to structured learning: the attitude that parenting is a "natural ability" not a learnable skill, as well as the choice of the traditional "mothering role" indicating an aversion to moving into the world outside the home.

Content

Training has been designed to provide information and skills in five primary areas:

1. Child development: ages and stages of development, guidance of behavior, creativity, uses of play, etc.
2. Health, safety and nutrition.
3. Activities: indoor and outdoor, including the use of field trips and providing a learning environment.
4. Parent/caregiver relations, including the self-esteem of the caregiver, initial pre-placement interview, and ongoing communications.
5. The "business" of Family Day Care: contract, fee arrangements, tax exemptions, insurance, etc.

Modes of Training

TV and Radio: with neighborhood group discussion sessions led by Graduate Students in Social Work, Family Social Sciences, and Child Development, and by paraprofessional Family Day Care Consultants with experience in Family Day Care.

Mixed Options: TV, lecture and discussion, and community-based workshops; field trips and toy workshops: use of learning theory applied to field trips and play; project workshops: Saturday morning sessions on Health and Safety, Nutrition, and Activities--Indoors and Outdoors; Independent Study with small group discussion and radio tapes; Family Day Care Association workshops: technical assistance from the project in planning and presenting three workshops by a county Family Day Care Association--Communications, "A Day Without Children," and "What You've Always Wanted to Know About Day Care as a Business."

Home-based Training: in-home sessions with homebound Family Day Care mothers to provide supportive services and training options.

*Funded by a 426 Child Welfare Training Grant from HEW/SRS to Ramsey County Welfare Board, in cooperation with the University of Minnesota and the St. Paul Coordinated Child Care Council, 1973-74. Administered by the Office of Career Development, Center for Urban & Regional Affairs, University of Minnesota, 1507 University Avenue S.E., Minneapolis, Minnesota 55414, Phone (612) 373-3491.

PREPARING CHILDREN FOR THE 21st CENTURY*

TV Course: *11 week, 30-minute evening television series. Developed for general statewide viewing public and to provide group area meetings, discussion and peer exchange for Family Day Caregivers around TV content.*

Outline of Course Lectures

1. "The Future of the Future" - Several social observers and educators speculate as to life in the year 2000 and discuss characteristics (skills, abilities, attitudes, beliefs, values, competencies, orientations) which a child should have to prepare him for life in the 21st Century.

2. "I'm Glad I'm Me" - The nature and importance of self-worth or self-esteem. How feelings of self-worth are built--in relationships with others, especially parents. Ways in which the child's view of himself are dimmed.

3. "That's How I Feel" - The importance of "being in touch with one's feelings." How the capacity to feel and to identify and recognize one's feelings develops.

4. "Walk a Mile in My Shoes" - The importance of being able to correctly interpret the attitudes and intentions of others, to perceive situations from others' standpoints. How understanding, sensitivity, and empathy are facilitated and inhibited.

5. "And I Did It!" - The meaning, nature and importance of creativity. The dimensions of creativity--imagination, curiosity, innovativeness, flexibility, fantasy, playfulness, spontaneity, originality. Conditions for the development of creativity.

6. "Aware, I Am Alive" - The importance of awareness or perceptiveness. Ways of increasing awareness, especially facilitating development of the five senses. Aesthetic appreciation.

7. "I Am My Brother's Brother" - The nature and effects of prejudice on victim and holder. The importance of tolerance. How prejudice or tolerance develop.

8. "Let Me Do It" - Why children must learn to deal with the consequences of their acts and how they can become responsible persons.

9. "We're All in This Together" - The meaning and nature of cooperation and democratic living. How cooperation is instilled and stimulated.

10. "I've Gotta Be Me" - Autonomy, its nature and importance; dimensions of autonomy--values, decision-making, problem-solving, competence, adequacy, confidence, self-control, self-guidance, identity; conditions of developing autonomy.

11. "How Far Can I Reach?" - The nature of self-actualization--growth, becoming, maximization of potential--and its importance. How it is promoted or impeded.

Requirements for Credit

1. View the 11-part TV program.
2. Attend at least four of six discussion sessions.

(continued)

3. Be responsible for readings distributed to supplement the TV program.
4. Contribute a final "project" to be shared with the group--a written paper, a tape recording, a weekly journal of a child's behavior, sharing ideas orally.
5. Five special seminars were held as optional meetings. Sample topics included: Discipline; Interracial Adoption and FDC Homes; Sex Roles; Parents Are People, Too; and Parents as Teachers (movie).

Sample Bibliography

1. "Family Life by the Year 2000" by Marjorie East in Journal of Home Economics, Vol. 62, No. 1, January 1970.

2. "Children React to Praise and Criticism" by Haim G. Ginott, Ed. D. Adapted from Between Parent and Child: New Solutions to Old Problems. MacMillan Company: New York, 1969.

3. "Mr. Rogers Tells How to Get Through to Children" by Fred Rogers in Family Circle, July 1972.

4. "It Makes Me Feel Bad When You Call Me 'Stinky'" by Mary Olsen from Young Children, the Journal of the National Association for the Education of Young Children, Vol XXVI, No. 2, December 1970. Pp. 120-122.

5. "Are You Helping Your Child to Like Himself?" by Eda J. LeShan in Parade. October 13, 1968.

6. "Discipline Shouldn't be Demeaning" by Dorothy Graves in PTA Magazine, October 1969.

7. "Adults Needn't Be 'Arty' to Foster Child's Talent" from Today's Child, February 1969.

8. "Vitamins for Young Minds" by Frank J. Estvan from PTA Magazine, January 1970. Pp. 6-9.

9. "Wanted: A Dr. Spock for Black Mothers" by Joanne Dann in New York Times Magazine. April 18, 1971.

10. Prejudice and Your Child by Dr. Kenneth B. Clark. Beacon Press: Boston, 1966.

11. "The Question Every Black Parent Asks: What Shall I Tell My Child?" by Alvin F. Poussaint, M.D. and James P. Comer, M.D. from Redbook, January 1971.

12. "Is Aggression Natural?" by James L. Hymes, Jr. in PTA Magazine, October 1970.

WHO'S TAKING CARE OF YOUR CHILD?

RADIO COURSE: *10-11 weeks from 11:15 a.m. to 12:00 noon. Developed specifically for Family Day Caregivers and provided group meetings and area workshops.*

Outline of Course Lectures

1. "What Am I Doing Here?" - An exploration of the expectations and relationships of those involved in Family Day Care.

2. "How Can We Get It Together?" - Some ideas for planning time, activities, and environment.

3. "Why Don't You Just Go And Play?" - What play is and how learning occurs through play--the "rehearsal for life" in play.

4. "Let's Pretend" - Ways in which entering into a child's imaginings can help you both through routine tasks and routine days.

5. "Because I Said So!" - Alternative approaches to guiding behavior.

6. "Ages and Stages: What Is 'Normal'?" - A look at the way children grow from infancy through early childhood.

7. "What Does Learning Have To Do With Living?" - A discussion of learning as a continuous, total experience.

8. "Does It Matter If It's Different?" - Changing family patterns and relationships: what are the implications for me and mine - now?"

9. "You Tell Us" - A response to your questions and concerns. Tell us what you want to hear.

10. "So What?" - A wrap-up of all that went before - with further suggestions for application.

Requirements for Credit

1. Listen to the weekly broadcasts (or tapes of same).
2. Read the supplementary material received by mail.
3. Complete weekly workbook assignments.
4. Attend five group meetings.
5. Area workshops will be offered during the quarter and are optional.
6. Participant reaction to programming is encouraged to maintain flexibility.

Sample Bibliography

1. "What Can I Do For Each Child in My Care?" by Pauline Crabb from Young Children, Journal of the National Association for the Education of Young Children, March 1970.

2. Music for Young Children prepared by Mrs. Emily Hayter, Day Nurseries Branch, Department of Public Welfare, Parliament Buildings, Toronto, Canada.

3. Work-Play Activity adapted from Project Head Start Daily Program III, OEO.

4. "Free Play" by Jeanette W. Galambos and adapted from "Organizing Free Play: A Program Manual and Study Guide," Office of Child Development, U.S. Department of HEW, 1969. Pp. 5-9.

5. "Some Thoughts on Creativity and Imagination" from In the Dreaming World of Children by Dr. Robert Bainbridge, University of California; from Imagination by Polly McVicker, National Association for the Education of Young Children, Washington, D.C., 1972; from "Literature, Creativity and Imagination" by Virginia Hamilton in the Journal of the Association for Childhood Education International, March 1973; and from Creativity for the Preschool Child by Hulda Regehr Clark.

6. "Let's Stop Confusing Discipline and Punishment" from the Newsmagazine for Today's Child, January 1963.

7. "The Ripple Effect in Discipline" by Jacob S. Kounin and Paul V. Gump from Elementary School Journal, December 1958.

8. "Attitude Development and Family Day Care" from A Handbook for Family Day Care Workers by Bridgeman, Goodroe, Horton, Scanlan, and Strain, Demonstration and Research Center for Early Education, JFK Center for Research on Education and Human Development, George Peabody College for Teachers: Nashville, Tennessee, December 1971. Pp. 8-16.

9. "Serving School Age Children" from Child Development: Day Care for Serving School Age Children. Editors Cohen, Parker, Host, Richards. Office of Child Development, HEW Publication. Pp. 34-72.

10. "Special Families: One-Parented and Blended" from Peoplemaking by Virginia Satir, Science and Behavior Books, Inc.: Palo Alto, California, 1972.

11. "Conference Discussion: Working Mothers and the Development of Children" from Work in the Lives of Married Women. National Manpower Council, Proceedings of a Conference on Womanpower. Columbia University Press: New York, 1958.

12. "Interpersonal Encounter and the 5 Levels of Communication" from Why Am I Afraid to Tell You Who I Am? by John Powell, S.J., Argue Communications Company: Chicago, 1969. Pp. 50-62.

13. "What Makes Tommy Run?" by Theodore S. Fremont from Early Years. February 1972. Pp. 46-50.

14. "A Critical Look at Eight Propositions Concerning the Effects on Child Behavior of Disciplinary Techniques" from The Developmental Approach to Family Analysis, Vol. II, by Joan Aldous. University of Georgia Press: Athens, 1974.

PARENTHOOD

COMBINATION *Lecture/Discussion, TV Lectures, and Workshops utilizing topics developed specially for Family Day Care Providers.*

Outline of Course Sessions

1. How Children Develop - Lecture/Discussion for small groups

2. Mothers Alone Rearing Children: Can They Be Adequate Parents? (Role identification for the single-parent child, development of sexuality, etc.) - TV Lecture

3. Fathers Alone: Can Fathers Mother? - TV Lecture

4. Role Clarification: Parents, Caregivers, Teachers and Foster Parents - TV Lecture

5. Children with Special Needs: The Gifted, Hyperactive, Etc. How to Recognize? What Is Normal? Evaluation of Problems - TV Lecture

6. Family Styles and How They Affect Child Rearing: Variable Family Structures, Extended Family, Etc. - Lecture/Discussion for small groups

7. Guiding Behavior - Lecture/Discussion for small groups

Requirements for Credit

Final Exam for students taking course for credit.

Text - Bernhardt, Carl. Being A Parent: Unchanging Values in a Changing World, edited by David K. Bernhardt. University of Toronto Press, 1970.

Workshops

1. Health - children's illnesses; positive health care and practices; infant care and development--physical and psychological; dental hygiene; safety exhibits on typical dangerous situations in a home; literature handouts. Participants included an M.D., two nurses, a dentist, staff members of the Children's Hospital and the State Health Department, and several Family Day Care mothers.

2. Nutrition - infant nutrition; general nutrition concepts; demonstrations of easily prepared foods; economical, nutritious snacks for participants; literature handouts and recipes. Participants included representatives from the county's MIC (Mother-Infant Care) Program; the State Health Department; the Expanded Food and Nutrition Program from the Agricultural Extension Division of the University of Minnesota; and Family Day Care providers.

3. Services for Children in the Community - general background on programs from the Wilder Child Guidance Clinic, St. Paul; explanation of Welfare Department services--AFDC, food stamps, regulations; literature handouts regarding functions and services of the Welfare Department.

4. Cultural Perspectives - events and exhibits of arts, crafts, clothing, games and pictures from different cultures. Indian dancers; Black drummers; Spanish-American dancers; music, ornaments, movies and slides of Christmas customs from around the world.

COGNITIVE DEVELOPMENT IN CHILDREN: LEARNING THROUGH EXPERIENCE

A COMBINATION 3-CREDIT COURSE *designed for Family Day Caregivers to introduce concepts of learning theory through play. The field trip component was offered jointly to Day Care Center staff. The course was divided into 24 class hours and 12 field trip hours. Activity packets were prepared to help illustrate course materials.*

An adaptation of the course was presented the following year with refined and intensified materials and scheduling.

COGNITIVE DEVELOPMENT IN CHILDREN: LEARNING THROUGH EXPERIENCE consists of a series of seminars and toy workshops on how young children learn and the part that adults play in that learning.

A. Course Introduction: Course Mechanics; Learning through Experience; Introduction to Learning Theory; Field Trip Planning.

B. Sensory and Perceptual Development: Development of Sensory and Perceptual Skills; Reinforcement of Sensory Experiences; Materials for Sensory and Perceptual Skill Development; Junk Toy Making Workshop.

C. Concept Development: Growth of Conceptual Ability; Conceptual Learning Through Experiences; Materials for Concept Development; Junk Toy Making Workshop.

D. Communication: Learning of Communication Skills; Verbal and Non-Verbal Communication; Communicating Experiences; Materials for Communications Development.

E. Movement and Motor Development: Cognitive Learning Requires Motor Development; Development of Motor Skills; Movement Activities Workshop.

F. Creativity: Nurturing Creativity; A Creative Approach to Children's Experience.

G. Field Trip #6: Theme and location is self-selected. This class period will be devoted to giving individual help to groups of students in final planning for their field trips.

H. Final Exam (Optional)

I. Feelings, Attitudes, and Values: "Why Are We Caring For Kids?" "What Are We Teaching Our Kids?" Feelings and Cognitive Development; the Values of Educational Materials.

<u>Course Requirements</u>

1. Attend eight classes.
2. Complete the assigned readings.
3. Apply the information and activities with the children you care for.
4. Complete six brief reports showing how you have applied the information from class to your care of children.
5. Optional log (required for a letter grade) of planning, development and execution of your field trip.
6. Optional final covering assigned readings and class discussions.

COGNITIVE DEVELOPMENT IN CHILDREN: FIELD EXPERIENCE is a series of field trips for Child Care Workers and children to selected sites. Introductory sessions for each field trip include packets of materials to use with children before and after the trip. Each course enrollee may take up to five children on three required field trips. (There is a 60¢ charge per child for each additional child or additional field trip.)

A. Field Trip #1 - Como Park, Zoo and Conservatory

B. Field Trip #2 - University of Minnesota Farms

C. Field Trip #3 - Minnehaha Park

D. Field Trip #4 - St. Paul Riverfront

E. Field Trip #5 - Dodge Nature Center

F. Field Trip #6 - Self-selected

G. St. Paul Arts and Science Center (Rainy day back-up)

Course Requirements

1. Attend four classes.
2. Participate in two pre-planned and one self-designed field trip.
3. Complete the assigned readings.
4. Use the "before and after" activities from the field trip learning packages with the children you care for.
5. Complete a brief report following each field trip explaining how you have used the material from readings, class discussion and learning packages with the children you care for.
6. Optional log (required for a letter grade).
7. Optional final.

The two course components taken in combination involved a similar set of requirements derived from both parts.

WHO AM I?

CLASSROOM LECTURE/DISCUSSION: *This course grew out of a request by the Family Day Caregivers that they be provided with a course that focused on them as women rather than on their role as Day Care providers or mothers. The women participating in the project had previously taken courses in child development, parenthood, and resources for learning opportunities for children.*

Objectives of the Course

1. To learn about and discuss pertinent issues of concern to Family Day Care mothers as women.
2. To encourage self-examination in terms of women's roles and identity.
3. To examine women's place in history, in society today and in the future.
4. To examine the Family Day Care service as it relates to the broader concerns of women who provide or are users of that service.

Outline of the Course

1. Women in History
2. Sex-role Stereotyping
3. Assertiveness Training
4. Women's Health Issues
5. Women and the Law
6. Special Topics: Mental Health, Chemical Dependency
7. Women and Employment
8. Day Care as a Service or a Business

Resources included community people involved in the above areas, slides and films, readings and music.

Requirements for Credit

Readings, paper or journal

Sample Bibliography

1. Amundsen, Kirsten. The Silenced Majority. Prentice Hall: Englewood Cliffs, N.J., 1971.
2. Bird, Caroline. Born Female. D. McKay Co.: New York, 1968.
3. Boston Women's Collective, Our Bodies, Ourselves. Simon & Schuster: New York, 1970.
4. Epstein, Cynthia Fuchs. Woman's Place. University of California Press: Berkeley, 1970.
5. Friedan, Betty. The Feminine Mystique. Norton: New York, 1974.
6. Huber, Joan, edt. Changing Women in a Changing Society. University of Chicago Press: Chicago, 1973.
7. Kanowitz, Leo. Women and the Law. University of New Mexico Press: Albuquerque, 1969.
8. Millett, Kate. Sexual Politics. Doubleday: Garden City, New York, 1970.
9. Morgan, Robin, comp. Sisterhood is powerful. Random House: New York, 1970.
10. Roszak, Betty and Theodore, edts. Masculine/Feminine. Harper & Row: New York, 1969.
11. Scott, Anne Firor. The American Woman: Who Was She? Prentice Hall: Englewood Cliffs, N.J., 1971.

THE SPECIAL CHILD

TV Course: *5 week series presented at 9:30 to 10:00 p.m. on Wednesdays. Panel discussion format involving a moderator, specialist and/or community resource person, and, often, a parent.*

Outline of Programs

1. "The Special Child in the Family" with Dr. Marvin Ack, Children's Health Service, Minneapolis, Minnesota

2. "The Special Child With a Hearing Loss" with Dr. Winnifred Northcott Consultant in Early Education for Low-Incidence Handicaps, State Department of Education, St. Paul, Minnesota

3. "The Special Child With Behavior Problems" with Dr. Murray Reed, Chief Psychologist of Wilder Child Guidance Center, St. Paul, Minnesota

4. "The Special Child Who Is Mentally Retarded" with Dr. Harriet Blodgett, Program Director for Sheltering Arms, Minneapolis, Minnesota

5. "The Special Child Who Is Physically Handicapped" with Dr. Judy Brown, Special Education, Minneapolis Public Schools, Minneapolis, Minnesota

RCFDCTP WORKSHOPS

SERIES *of free or low-cost workshops sponsored by the project to encourage Family Day Care Providers to share their ideas and to actively explore ideas and concepts for possible use in their homes. Pre-registration was utilized and found to be a viable approach to workshop participation.*

I. Food Frolic

Workshop Format: 9:00 a.m. to 12:30 p.m. Fee of 50¢ per participant to cover cost of food preparation used in displays. Six continuous sessions, films, displays, literature handouts, taste treats, speakers/demonstrators.

Topics and Speakers

1. "Teaching Nutrition to Children" - Nutritionist, Community Health Care Center
2. "Cultural & Traditional Significance of Food" - FDC Consultant
3. "Importance of Child Participation & Suggestions for Activities" - Community Design Center and YWCA staff members
4. "Relationship of Nutrition to the Early Years and Later Years" - Nutritionist, Maternal-Infant Care Program, local hospital staff
5. "Scientific Food Preparation" - Instructor, Food Science & Nutrition, University of Minnesota
6. "Marketing & Menu Planning" - Nutritionist, University Extension Service

Sample Display Materials

1. "The Good for Me Cookbook" by Karen Croft
2. "Nutrition & Feeding of Infants & Children Under Three in Group Day Care" from the U.S. Department of Health, Education & Welfare
3. "The ABC's of Menu Planning" from the Kraft Corporation

II. The Wisdom of Wellness Awareness

Workshop Format: 8:00 a.m. to 12:00 noon, Saturday. Guest speakers, films, group discussions.

Topics and Speakers

1. "Teaching Health to Children" - Pediatric Consultant for Head Start from county hospital; staff members from Red Cross Youth and Health Programs
2. "Preparing a Health Environment" - Instructor, Center for Early Education and Development, University of Minnesota; Member, Family Day Care Association
3. "First Aid" - Professional Rescue Instructor of State Red Cross
4. "Keeping Your Teeth--Dental Care for Children" - D.D.S.
5. "Cultural Approaches to Health" - staff members of community cultural programs
6. "Myths and Realities of Children's Health" - M.D.

III. Activities: Indoors & Outdoors

Workshop Format: 9:00 a.m. to 12:15 p.m., Saturday. Seven sessions, films (in case of rain), literature handouts, displays of materials and books, speakers/demonstrators.

Topics and Speakers

1. "Movement: Indoors and Outdoors" - Staff from YWCA
2. "Plants" - staff person from Horticulture, University of Minnesota Extension
3. "Storytelling" - Minneapolis Public Schools
4. "Music" - staff person from University Extension
5. "Creative Dramatics" - Children's Theatre
6. "Crafts" - Family Day Care Provider
7. "Puppetry" - Family Day Care Provider

Sample of Display Materials

1. Outdoor Equipment for Group Day Care Programs
2. Recipes; cookbooks
3. Storytelling with flannel boards

The following workshops were sponsored by the Ramsey County Family Day Care Association with technical assistance from the Ramsey County Family Day Care Training Project.

IV. A Day Without Children

Workshop Format: 9:00 a.m. to 1:00 p.m., Saturday. Guest speakers, displays, group discussions, provider participation.

Topics and Speakers

1. "New State Standards" - Director of Licensing, State Department of Public Welfare.
2. "Parent-Family Day Care Relationships" - panel of Family Day Care providers.
3. "Income Tax for Family Day Care Mothers" - Staff person from the Internal Revenue Service
4. "Children: The Challenge" - Doctor from the Adler Institute

Sample Display Materials

1. Homemade crafts and toys by Family Day Care mothers.
2. Toys and creative materials from Toys 'n Things Resource Center, St. Paul.

V. "What You've Always Wanted to Know About Day Care as a Business - But Didn't Know Who to Ask"

Workshop Format: 9:00 a.m. to 12:00 noon, Saturday. Guest speakers; group discussions; child care provided.

Topics and Speakers

1. "Welfare: Questions and Answers" - Staff from County Welfare Department.
2. "How to Run Your Day Care Business" - Experienced providers and a Family Day Care Consultant.
3. "Internal Revenue Service and Family Day Care Deductions" - Staff person from the Internal Revenue Service.

Sample Materials

A packet of tax information was designed to relate specifically to Family Day Care as a business and covered all aspects of completing federal and state income tax forms in addition to tips on record-keeping in Family Day Care.

VI. Communications Workshop

Workshop Format: 9:00 a.m. to 12:30 p.m., Saturday. Guest speakers, displays, group discussions, free child care provided.

Topics and Speakers

1. "Developing Self-Esteem in Young Children" - former elementary teacher who is presently an elementary school counselor.
2. "Transactional Analysis and How It Pertains to Day Care" - Family Day Care provider.

Sample Display Materials

1. Homemade crafts by day care parents and children for viewing and sale.
2. American Red Cross display on childhood diseases.
3. Council for Coordinated Child Care display on child care programming.
4. "Creative Care" - handbook on Family Day Care as a business from the Family Day Care Association Workshop Committee. For sale: 25¢ each.
5. Toys from Toys 'n Things Resource Center, St. Paul.

Sample Bibliography for Workshops

Safety

1. Playing Safe in Toyland, United States Department of Health, Education & Welfare, Public Health Service, Food and Drug Administration, 5600 Fishers Lane, Rockville, Maryland 20852.
2. You're Babysitting and All's Well When...., American Insurance Association, 120 South LaSalle Street, Chicago, Illinois 60608.
3. Easter Seal Home Safety Checklist, 2023 West Ogden Avenue, Chicago, Illinois 60612.
4. When Teenagers Take Care of Children, U.S. Department of Health, Education & Welfare, Office of Child Development, Washington, D.C.

Fire Prevention

5. Get the Walk Around Habit, National Fire Protection Association, 470 Atlantic Avenue, Boston, Massachusetts 02210.
6. ABCD Spells Fire, Underwriters' Laboratories, Inc., 207 Ohio Street East, Chicago, Illinois 60611.

Immunization

7. Every Child Over Two Months Old Needs Health Shots from your State Department of Health.

Mental Health

8. Leisure Time, The Equitable Life Insurance Society of the United States, 393 - 7th Avenue, New York, New York.
9. The Mind In Sickness and In Health, John Hancock Mutual Life Insurance Company, Boston, Massachusetts.
10. Jealousy, What Can I Do About It? Information Services Division of the Department of National Health and Welfare, Ottowa, Canada.

Dental Health

11. Diet and Dental Health, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

12. Teaching Dental Health in Kindergarten and Primary Grades, Professional Services Division of the Proctor and Gamble Company, Cincinnati, Ohio.

Consumer Information

13. Choosing Toys for Children of All Ages, American Toy Institute, Inc. 200 Fifth Avenue, New York, New York 10010.

14. First Facts About Drugs, U.S. Department of Health, Education & Welfare, 5600 Fishers Lane, Rockville, Maryland 20852.

15. We Want You to Know About Medicines Without Prescriptions, U.S. Government Printing Office, Washington, D.C. 20402.

16. Consumer Product Information, Public Documents Distribution Center, Pueblo, Colorado 81009.

Maternal-Infant Care

17. Your Child From 1 to 6, U.S. Department of Health, Education & Welfare, Office of Child Development, Washington, D.C.

18. Preparing for Childbearing, Maternity Center Association, 48 East 92nd Street, New York, New York 10028.

PEER LEARNING

A PILOT PROJECT *on The Appropriateness of Peer Learning in the Training of Family Day Care Providers developed by Jane Sherburne, Graduate Student in Social Work, Special Projects.*

This project grew from the assumption that resources exist among Family Day Care providers who possess a variety of backgrounds, experiences and interests; and that there is potential for a valuable exchange of ideas and knowledge in a peer training model. Objectives of the project included:

1. to discover if education level is a factor in the suitability of peer learning for FDC providers;
2. to discover if peer learning is an incentive for unlicensed providers to acquire licenses;
3. to discover if peer learning has an effect on the self-image of the provider.

Three groups of six to eight newly licensed and relicensed Family Day Care providers who had not received training met with a group facilitator, determining their own schedules, interests and needs. Each group determined its own topics for six training sessions. Topics chosen varied from the effects of divorce on children to easy-to-make developmental toys using common household objects.

The Social Work graduate student who initiated the pilot project and two Family Day Care Consultants well-versed in group dynamics served as group facilitators. They were seen as support and resource persons, with their role as enabling rather than training. In fact, the focus of the project soon changed from peer training to peer support, as it was found that peer groups were not necessarily training vehicles, although they are most likely to be if group members have diverse backgrounds and/or interests and have become providers after the institution of training requirements. (It is the existence of special interests and not education level which is the critical variable.) Self-esteem was affirmed or increased in the peer group experience.

Through the peer groups, the project was also able to investigate the neighborhood network process which matches users and providers and to identify neighborhood information sources.

HOME BASED TRAINING

Through the services of the new paraprofessional Family Day Care Consultant, home based training was designed to provide supportive services and training options for homebound Family Day Caregivers who were unwilling or unable to participate in other modes and for newly licensed caregivers. Five in-home sessions and one group session dealt with identified issues of concern to FDC mothers and encouraged them to "move out" and become aware of and interested in neighborhood and community developments.

UNITS

1. Initial Home Training Visit (for Consultants) - to help discover needs of individual trainees in order to be better able to present later training materials.

2. Individual Child Observation - to help caregivers become good observers of their children's behavior in order that they can provide children with opportunities for optimal growth and development.

3. Health and Safety - to present basic health and safety concerns as set down in the State Standards. Includes Emergency Procedures; Care of a Sick Child; First Aid; Safety Checklist; Dental Health; Safe Use of Outdoor Toys; Special Needs Children; Keeping the Child Healthy; Records and Reporting.

4. Developmental Characteristics of Children and Suggested Activities - to help providers understand the normal sequence of development and general characteristics of children at each age level in order to facilitate growth and development of each child they care for.

5. Guidance Techniques - to present techniques for influencing children's behavior, identifying ways to affect children's behavior, establishing appropriate constructive behaviors, and helping children develop control over their actions which will enable them to function effectively in society.

6. Outdoor Play - to increase caregivers' awareness of the importance of outdoor play in the development of children and to stimulate caregivers to play and provide outdoor play experiences for children.

7. Learning Environments - to help caregivers become more aware of the relation between children's development and the types of activities and interactions to which children are exposed and putting such awareness into practical application; to stimulate caregivers to provide more interesting and appropriate environments for learning; to understand different types and concepts of learning.

8. Self-Concepts - to aid caregivers in helping children develop positive self-concepts, to be interested, enthusiastic learners, and to enjoy being with other people--to feel "good" about themselves.

9. Independent Study - to help providers develop a plan for studying a topic of their choice, such as language development; exceptional children; emotionally disturbed; mentally retarded; physically handicapped; infants; same age children; activities for children; sex development; how to work with children.

Suggested readings, lists of available materials, sample activities, and resource suggestions are a few of the supplements provided for use with the primary training units.

Participation of Licensed Providers* in the Ramsey County
Family Day Care Training Project (1973-74)

COMPONENTS	NUMBER OF PARTICIPANTS		
TRAINING:	Credit	Audit	Totals
1) Specially Designed University Course Work			
"Preparing Children for the 21st Century" - TV Winter Quarters, 1973 and 1974	102	60	162
"Who's Taking Care of Your Child?" - Radio and Independent Study Spring Quarters, 1973 and 1974	84	58	142 6
"Cognitive Development in Children--Learning Through Experience" - Toy workshops June to December, 1973 and 1974	33		33
"Cognitive Development--Field Trips" Summer Quarters, 1973 and 1974	58	30	88
"Parenthood" - Mixed TV, Lectures, Workshops Fall Quarter, 1973	43	16	59
"Who Am I?" - Women's Concerns in Family Day Care - Fall Quarter, 1974	14	3	17
2) Regular University Course Work	10		10
3) Course Work at Other Institutions, i.e. Voc-Tech, Community Colleges	4		4
4) Workshops - Family Day Care Association			
"A Day Without Children" - November 3, 1973			90
"What You've Always Wanted to Know About Day Care..." - September 28, 1974			70
"Communications" - November 23, 1974			52
Workshops - Family Day Care Training Project			
"The Wisdom of Wellness Awareness" - Health and Safety - March 30, 1974			51
"Food Frolic" - Nutrition - May 4, 1974			51
"Activities: Indoors and Outdoors" - June 1, 1974			76
5) Environment Seminar - "Making the Best Uses of the Home Environment in Family Group Homes" August - October, 1974			8
6) Home Based Training			211
Completion of 6 home training topics (certificate awarded)	174		
Trainees in process	17		
Withdrew	20		
TOTAL			1130*

TRAINING (Continued):

Special Note: A special non-credit, 5-part TV series on "The Special Child" was offered as training; however, no count of participation is available. September 25 to October 23, 1974

ACHIEVEMENTS:

12-credit certificate awarded (University)	39
Completion of 9 University credits	8
Completion of 5-6 University credits	37
Audited 2 or more University courses	31
Completion of a total of 32 University credits beyond the 12-credit certificate	9

APPENDIX 4

USE OF THE RESOURCE CENTER TOY LIBRARY

		MAIN CENTER		SATELLITE CENTERS		TOTAL	
		Users	Toys	Users	Toys	Users	Toys
1973	April	41	164	---	---	41	164
	May	65	234	---	---	65	234
	June	60	213	---	---	60	213
	July	73	220	1	4	74	224
	August	103	252	6	16	109	268
	September	73	246	8	22	81	268
	October	75	235	35	114	110	349
	November	64	230	27	81	91	311
	December	39	104	1	2	40	106
1974	January	32	81	---	---	32	81
	February	74	248	---	---	74	248
	March	90	297	2	6	92	303
	April	77	277	16	57	93	334
	May	44	172	13	32	57	204
	June	81	269	4	8	85	277
	July	99	328	2	4	101	332
	August	36	161	3	13	39	174
	September	69	138	32	89	101	227
	October	60	225	---	---	60	225
	November	66	254	---	---	66	254
	December	91	287	---	---	91	287
	Totals	1,412	4,435	150	448	1,562	5,083

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT
January, 1973 to December, 1974

CRITERIA FOR THE SELECTION OF FAMILY DAY CARE CONSULTANTS
(Mid-level Career in Child Care in a 50-50 Work/Study Program)

Written January, 1973
Revised July, 1973

1. In situations where applicants possess equal potential for the job, priority will be given to the applicant with a successful background (preferably a minimum of two years) as a licensed family day care provider. Previous applicants with high ratings shall be directly notified of the opening so that they will be aware they may make a re-application.

2. Other applicants to be considered will be those with successful backgrounds in unlicensed family day care, in child care centers, community organization, child development or other related areas.

3. Of the 10 consultants, at least 3 shall be of a minority race or ethnic background.

4. The following shall be considered by the selection committee:

a) ability to do college work and an expressed intention to work an extended day. (The studying connected with the academic work will likely extend the work week to at least a 60-hour week.)

b) ability to work with people from a variety of lifestyles in a positive manner.

c) emphasis on "one-to-one" relationship ability. Applicant should be outgoing, friendly, and able to make the family day care mother feel comfortable.

d) a current reference from the Ramsey County Welfare Department if the applicant is a licensed provider, as well as from parents who have recently used the home. If not licensed, there shall be a reference from the most recent employer.

e) attitude toward working parents.

f) attitudes toward children and various child-rearing techniques; emphasis on a practical, down-to-earth approach to family day care problems.

g) emphasis on ability to organize groups, large and small; leadership ability; experience gained by applicant through PTA, Homemakers, Cub Scouts, or various organizations.

h) an ability to maintain confidentiality.

5. The following is required of each consultant:

a) access to a car for daily work.

b) a medical statement from a physician that the applicant is capable of physically and emotionally strenuous work.

c) an expressed intention to work as a consultant for at least 12 months.

RAMSEY COUNTY FAMILY DAY CARE TRAINING PROJECT
(A joint project of the Ramsey County Welfare Department with the University of Minnesota and the St. Paul 4Cs)

Job Description for Family Day Care Consultant
(a work/study position)

Revised March, 1975

The three levels of the Family Day Care Consultant position--Trainee, Consultant I and Consultant II--are marked by advancement in the areas of course work, field work, and increasing responsibility in community development, planning and organizing training, and developing relevant training materials. Supervision on all levels is provided by the Field Work Coordinator.

Consultant Trainee

Orientation--an overall project orientation to child care agencies, personnel, resources, and issues involved in Family Day Care;
--to the Welfare Department, including intake meetings for prospective Family Day Care providers and all aspects of the licensing procedure.

Course Work--child development; communications; the development of home-based training materials (independent study option); and social welfare: the helping process, e.g. women's issues, mental health, political processes, social services, referral issues, societal background on the status of child care, etc.

Field Work --active participation in a structured field experience in Family Day Care, Day Care Centers or other relevant child care facilities to observe and assist Consultants (II) with a designated caseload.

Requirements-evaluation at three-month intervals. Promotion to the next level requires:
--minimum time of six mo ths on the job;
--successful completion of all job aspects;
--minimum of "C" or "P" grade for all course work, audits not acceptable.

Consultant I

Course Work--continued course work and independent study on home-based training and curriculum development, communications, social processes, child development, and field work with children.

Field Work --extended field work experiences: responsibility for providing home-based training for a specified number (usually 3); assisting in planning, organizing and presenting group training; working with the Welfare Department Licensing Unit as time permits to become better acquainted with intake and licensing procedures; gaining experience with several types of project training offered to FDC providers, such as workshops, field trip courses, group training with centers, the Resource Center, and the Toymobile.

--increasing in-depth experience with community resources, such as the Family Day Care Association, the 4Cs, etc.

Requirements-Promotion to the next level requires:
--minimum time of 18 months on the job;
--minimum of 12 courses or equivalency at "C" or "P" grade or better for all course work;
--successful completion of Consultant I job requirements.

Consultant II

Course Work--no required course work. It will be encouraged on the consultants' own time.
--attend Consultant Training Sessions;
--attend conferences, workshops, and professional meetings to up-date knowledge and obtain resources.

Field Work --contact all newly licensed and relicensed providers in a specified area and aid in determining the needs of each;
--provide appropriate training options (home-based training, group training, independent study) and relevant training materials as needed;
--develop training materials jointly with the Field Work Coordinator;
--help develop and participate in suitable internships, i.e. as liaison person with the Licensing Unit's intake process, as scheduling coordinator for the Toymobile, as administrative assistant concerned with internal functioning of the Resource Center, etc.

Requirements-If a Consultant II completes a Degree program, a merit salary increase will be given.

APPENDIX 6

CHILD CARE WORKER - PARAPROFESSIONAL

Proposed Curriculum leading to an AA (Associate of Arts, General College) or ALA (Associate of Liberal Arts in the College of Liberal Arts):

Work/Study Program	
Orientation	2 credits
Field Work and Seminars	15 credits
Special Topics	8 credits
Core Curriculum	15 credits
Related Course Work	30 credits
Electives	20 credits
	90 credits

Purpose. With approximately half-time in the field and half-time in academic experiences, this curriculum will enable participants to acquire an understanding of child development, family and child-rearing patterns, and the intervention methods of social work.

Special seminars will fuse the task-orientated, supervised field work with the theoretical and conceptual knowledge derived from concurrent academic experience.

Expected Competency Outcomes

--skills related to the helping process--data-gathering, referral, objective observation and recording of behavior, assessment techniques.
--skills relating to the consultative role --group dynamics, interviewing, teaching, advising, program development.
--skills relating to community coordination--developing a network of community resources.

Core Curriculum will focus on an understanding of family day care resources as part of a child care system, with course work in early childhood development, family studies, and social work. Expected outcome in understandings:

--child growth and development--basic needs, application to family day care situation.
--special needs children--referral issues, community resources.
--learning theory--language development, play and environment.
--cultural, ethnic, and class differences in child-rearing and family patterns.
--the family--special attention to needs of working women/heads of households, sources of stress on family functions.

Related Course Work will focus on personal growth and development along with the analytical and critical judgment needed for effective work in human services. Communication, Behavioral and Social Sciences, and Humanities will provide the choices for electives.

In-service and Orientation will include:

--policy and programs of day care--a survey of the field (licensing and standards, etc.)
--family day care in the child care system.
--community resources.
--nutrition, first aid, child abuse, practical suggestions for working with children.

From the in-service training, skills seminars, special topics, field experiences, and course work, it is expected that Family Day Care Consultants will achieve beginning ability to work with the several constituencies that are involved in this kind of child care resource: children, day care mothers, parents, Ramsey County professional staff, and community resources.